

# Maine Charter School Commission

**Annual Report to the Commissioner**

**2012 – 2013 School Year**

**by**

**Maine Charter School Commission**

**September 20, 2013**

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## **A. The Maine Charter School Commission's strategic vision for chartering and progress toward achieving that vision:**

The mission of the Maine Charter School Commission (Commission) is to allow charter schools to be established as public schools that improve pupil learning by creating more high quality schools with high standards for pupil performance; that close achievement gaps between high-performing and low-performing groups of public school students; that increase high-quality educational opportunities within the public education system; that provide alternative learning environments for students who are not thriving in traditional school settings; that create new professional opportunities for teachers and other school personnel; that encourage the use of different, high-quality models of teaching and other aspects of schooling; and that provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

This mission is being accomplished in a number of different ways. The Charter Commission has formally adopted Rule 90-668 Chapter 1: Commission Organization and Operation that guides how the Commission will organize and operate. Also, Rule 90-668 Chapter 2: Procedures for Commission Authorization of Public Charter Schools, based upon the experience of two rounds of Requests for Proposals (RFP), was formally amended to improve the process of approving public charter schools.

The charter school approval process includes a four step process.

1. The first step is a completeness review. Applications judged not complete are returned to the sponsor for errors or omissions to be corrected within 5 days.
2. Those applications deemed to be complete then move to the second step, approval for continued review. A Review Team, comprised of three Commission members, assisted by technical experts, as needed, review each application and rates it using the evaluative criteria in the RFP. Using the scoring rubric as a tool, the Team develops a recommendation for consideration by the full Commission to determine merit for continued review.
3. The applicants approved for continued review then move to the third step which includes an interview with the Commission and a public hearing.

4. In the final step, the Commission reviews the findings from the review of the application, the information received from the interview and the public hearing and makes a decision to approve or deny the application.

A second round of RFPs, dated August 31, 2012, was completed in the spring of 2013 with the Commission approval of two new public charter schools, Fiddlehead School of Arts and Sciences and the Harpswell Coastal Academy; also, the Baxter Academy for Technology and Science received its final approval. All three are scheduled to open in September, 2013. This will allow Maine students the opportunity to choose to receive their education from five public charter schools, each offering a different educational focus:

Cornville Regional Charter School is a K-7 school;

Maine Academy of Natural Sciences serves Grades 9-12;

Baxter will begin with Freshmen and Sophomores;

Fiddlehead is a Pre-K – Grade One Program; and

Harpswell starts this fall with Grades 6 and 9.

The Commission reviewed the RFP document and made changes to better describe the expectations of the Charter Commission, to address the understanding gained in the prior two RFP processes integrating the experience of the Commission. This resulted in a new RFP for applicants of a brick and mortar public charter school. And an RFP specifically for applicants intending to create a virtual public charter school that includes expectations for elements found in successful virtual programs, which addresses the different nature of a virtual program from that of a traditional charter school. These new RFPs will be released the summer of 2013 for schools that would open in September, 2014.

In addition to the entire RFP process, the Commission was engaged in the legislative process by introducing the work of the Commission to legislators; monitoring proposals that might affect charter schools or amend the charter school law; providing testimony to assist the legislative committee as it considered proposed legislation and being available to address requests for information. (Attached is an information booklet provided to legislators.)

The Commission also maintained close communication with the approved charter schools, conducted the required monitoring responsibilities and attended important functions at the charter schools.

Commission members were available to media representatives responding to inquiries, as well as, contributing to a better public understanding of the charter school law and transparency of Commission activities.

The Commission was fully engaged in the development of rules and the rewriting of RFPs. Commission members maintained a record of excellent attendance at the Commission's regular monthly business meetings and workshops and also at all special meetings of the Commission. Each of these responsibilities required many hours of voluntary labor.

Supporting the Commission are two administrative employees, an Administrative Assistant and an Executive Director. Each position is budgeted at as part-time positions. The support staff provides the preparation for meetings, notifications, agendas, and minutes, maintains the growing amount of records and correspondence of the Commission, provides day-to-day contact with the approved charter schools, applicants, the media, citizens, other government agencies, legislators and interested parties.

**B. The performance of all operating public charter schools overseen by the Maine Charter School Commission, according to the performance measures and expectations specified in the charter contracts:**

The Charter Commission conducted a full-day comprehensive Interim Monitoring Review visit to each public charter school within the first 90 days of the school's operation. A report was generated and approved by the Commission. (The interim reports are attached to this document.)

A final year-end, Performance Monitoring Review was also conducted for each school. This included a presentation of the required data, as well as, a visit to the public charter school with interviews and observations. A report with findings was generated and accepted by the Commission. (This final report for each school is also attached to this document.)

In summary, the Commission is pleased with the performance of each school, the progress they have made, the excitement of the students and parents for the schools, the dedication and hard work of the schools' staff and, most importantly, the Charter Commission appreciates the success that the students achieved.

**C. The status of the authorizer's public charter school portfolio of approved charter applications, identifying all public charter schools within that portfolio as:**

(1) Approved, but not yet open;

Baxter Academy for Technology and Science (September, 2013);

Fiddlehead School of Arts and Science (September 2013);

Harpswell Coastal Academy (September 2013).

(2) Operating;

Cornville Regional Charter School (Second year begins September 3, 2013);

Maine Academy of Natural Sciences (Second year begins September 10, 2013).

(3) Renewed;

Not Applicable

(4) Transferred;

None

(5) Terminated;

None

(6) Closed;

None

(7) Never opened;

None

**D. The oversight and services provided by the Maine Charter School Commission to the public charter schools under the authorizer's purview:**

The Charter Commission provides oversight of the authorized charter schools through an interim and end-of-year monitoring visit. Additionally, charter schools are required to provide information, periodically during the year, as well as, end-of-year data. A monitoring report schedule is provided to each charter school. (A sample of the monitoring schedule for Baxter Academy is attached).

In the past year, the Commission has held full-day interim monitoring visits to the Cornville Regional Charter School and to the Maine Academy of Natural Sciences. These full-day visits were held during the first ninety days of the opening of the school. The visit includes focus group meetings with parent representatives, teachers, administration, partners and students. The Team reviews data provided by the school, tours the school and observes classes and activities.

Representing the Charter Commission is a team of three Charter Members, assisted by Department of Education Special Education team members, as well as, the Charter Commission Executive Director. The three-member teams assigned to review an application continue to serve that public charter school conducting the monitoring and visits for compliance with the Contract, which includes the Application, Pre-Opening plan, Monitoring Plan, Performance Indicators and Closure Plan.

A report of the Monitoring Visit is developed, reviewed and accepted by the Charter Commission.

At the end of the school year, an annual on-site visit is conducted and a report is written. The process is similar to that conducted for the Interim Monitoring visit. The Review Team is measuring progress on the charter school's Performance Indicators - Exhibit B.

The Charter Commission conducts periodic visits to the schools during the year, unannounced and scheduled, as well as, email and telephone conferencing with school personnel. These are for the purpose of providing support to the schools, maintaining an awareness of the schools procedures and programs and responding to questions or need for information. As reports are received from the school during the year, they are reviewed and the records are retained.

Members of the Charter Commission were present:

- ❖ for the opening of schools to observe the beginning of the school year;
- ❖ attend any enrollment lotteries conducted by schools when enrollment declarations exceed the number of openings;
- ❖ pre-opening reviews will be held at each charter school approved for opening in September, 2013;
- ❖ The graduation ceremony at the Maine Academy of Natural Sciences, a noteworthy occasion, as the students awarded diplomas were the first charter school graduates in Maine.

The Chair of each school's review team maintains communication with each school throughout the year.

The staff of the Charter Commission provides assistance to each school when requested and communicated information to assist their progress.

**E. The total amount of funds collected from each public charter school the Maine Charter School Commission authorized and the costs incurred by the authorizer to oversee each public charter school.**

The Commission by law is allowed to receive 3% of annual per-pupil allocations received by each public charter school it authorizes. These funds must be used to cover the costs for the Commission to oversee its public charter schools.

The 3% amount received from the resident school districts was \$23,915, which will be used to pay the Commission per diem in FY 2014; as well as, fund professional development for the Commission and staff.

Professional development of the Commission and staff is to assure that the Commission in its operation adheres faithfully to the requirement of the Public Charter School Law that authorizers meet nationally recognized principles and professional standards

In Fiscal Year 2013, the Maine Charter School Commission received an allocation of \$102,903. The Commission expended from its budget \$91,763. (The FY 2013 expenditure report is attached.)

The monies expended were used to create and staff an office that supports the operational and oversight activities of the Commission.

**Annual Report to the Commissioner  
2012-2013 School Year  
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**Attachments**

1. Informational booklet for the Legislators.
2. Interim Monitoring Visit to Cornville Regional Charter School – January 24, 2013
3. Interim monitoring visit to MeANS – January 23, 2013 (Report Date: February 8, 2013)
4. Cornville Regional Charter School Monitoring Results - June 2013
5. Monitoring Report Maine Academy of Natural Sciences – August 2013
6. A sample of the monitoring schedule - Baxter
7. FY 13 YEAR-TO-DATE EXPENDITURES (with FY 12 Actuals) AS OF JUNE 30, 2013

# Maine Charter School Commission

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Augusta ME 04333-0182**

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5<sup>th</sup> Floor**

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**Jana Lapoint, Commission Chair**

**For more Commission Information:  
[WWW.Maine.Gov/CSC](http://WWW.Maine.Gov/CSC)**

MAINE CHARTER SCHOOL COMMISSION  
JANA LAPOINT, CHAIR

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*Established:* 2011

Reference: Policy Area: 02 Education Umbrella: CHA 90 Unit: 668 Program: Z137

Citation: Title 20-A, section 2405

**PURPOSE:**

The Maine Charter School Commission was created by Public Law 2011, chapter 414, to authorize public charter schools in Maine. While the statute provides guidance on the content of applications that must be filed by charter school founders, it does not specify procedures for accepting and evaluating applications. As an authorizer of public charter schools, the commission may: solicit, invite, and evaluate applications from organizers of proposed public charter schools; approve applications that meet identified educational needs; deny applications that do not meet identified educational needs; create a framework to guide the development of charter schools; negotiate and execute sound charter contracts with each approved public charter school; monitor the performance and compliance of public charter schools; and determine whether each charter contract merits renewal or revocation.

**ORGANIZATION:**

The Maine Charter School Commission originated in October 2011. The commission consists of 7 members appointed by the state board for 3-year terms. Three members must be members of the state board, and those 3 members shall nominate the other 4 members who must be approved by a majority vote of the state board.

**PROGRAM:**

In addition to fulfilling its statutory obligations, the Maine Charter School Commission provides information to organizers of proposed public charter schools.

**PUBLICATIONS:**

N/A

# **Maine Charter School Commission**

**182 State House Station  
Augusta ME 04333-0182**

**Jana Lapoint, Commission Chair  
Richard Barnes, Commission Vice Chair  
Bob Kautz, Executive Director**

**February 2013**

RFP May 1, 2012 for School Opening 2012-2013 School Year  
Application due no later than 5 p.m. June 29, 2012.

RFP August 31, 2012 for School Opening 2013-2014 School Year  
Application due no later than October 31, 2012.

RFP	Letters of Intent	Did not apply	Applications	Withdraw	Deny to Interview/Hearing	Approve for Interview/Hearing	Cond. Approval	Approve to Contract	Contract Date	Charter School
5/1/12	9	3	6	2	0	2	*2	7/17/12 6/29/12	7/31/12 7/31/12	Cornville MeAns
*Conditional Approvals - with required supplemental materials										
8/31/12	8		5	3	4	1	0	2/5/13 2/5/13	TBD TBD	Baxter (5/1/12 RFP) Fiddlehead (5/1/12 RFP) Harpwell

\*\*TBD – Contracts are in the negotiating process.

## **Commission Members:**

Jana Lapoint, Chair, Falmouth  
Richard Barnes, Vice Chair, Cape Elizabeth  
Jim Banks, Sr., Portland;  
John Bird, Spruce Head;  
Shelley Reed, Wayne;  
Heidi Sampson, Alfred;  
William Shuttleworth, Lincolnville.

## Glossary

**RFP – Request for proposal**, which contains statutorily-required elements. (90-668 Chapter 2)

**RFP - Informational Meeting** - After the RFP is issued an Informational Meeting is required to answer questions and to clarify.

Currently, the next RFP is being drawn and the process being evaluated and fine-tuned, which will include a more in-depth informational component and a rubric to assess the quality of the application for use in the event that there are more applicants than charter school openings available. (90-668 Chapter 2 Section 2 Subsection 2)

[Current cap is 10 public charter schools in Maine until 7/1/22. (20-A, Chapter 112, Section 2405 Subsection 9)].

**Letter of Intent** – An entity that intends to submit an application in response to an RFP must file a Letter of Intent with the Commission not later than 15 days after the RFP is issued. The Commission shall acknowledge receipt of properly-filed Letters of Intent and shall post all such letters on the Commission’s Website. (90-668 Chapter 2 Section 3 Subsections 1, 3)

**Review for Completeness** – This review is completed by the Commission Staff within 7 days of the submission deadline included in the RFP. To be considered a complete application, the application must include all information requested in the application (RFP) and must be filed by an entity eligible to submit an application pursuant to Title 20-A Chapter 112 Section 2407, Subsection 2 or 3. The applicant will be notified of any errors or omissions that prevent the application from being complete; the applicant has five business days to file the corrections with the Commission. (90-668 Chapter 2 Section 4 Subsection 2) To date there have been no withdrawals/denials due to this review and subsequent request.

**Review Team and Review Process** – Each application is evaluated by a Review Team composed of not more than 3 Commission members. (Title 20-A, Chapter 112 Section 2407, Subsection 4, Paragraph A)

The Review Team must provide written comment explaining the basis for each rating, which is presented to the full Commission.

The Commission shall determine whether the application appears to demonstrate the applicant’s competence in each element of the Commission’s published approval criteria and appears to demonstrate that the applicant is likely to open and operate a successful public charter school as required in Title 20-A, Chapter 112 Section 2407 Subsection 4. Subsection C.1.

If the Commission determines that the application “does not meet the criteria” set forth in 90-668 Chapter 2 Section 6 Subsection 1, it is denied or the Commission shall arrange for an in-person interview and public hearing on the application before taking a final vote on the application. (90-668 Chapter 2 Section 6 Subsection 1 and 2)

**Commission vote on applications –**

\* A decision to conditionally approve the application must set forth the specific changes that must occur in order for the application to be fully approved and the deadline by which the changes must occur.

A decision to deny must state the reason(s) for denial.

A decision to approve moves the Commission to negotiate a contract with the applicant. (90-668 Chapter 2 Section 8 Subsections 1 and 2)

**Contract** – The contract must set forth the rights and responsibilities of the applicant and the Commission ... (90-668 Chapter 2 Section 9 Subsections 1 and 2)

**Performance Framework** – Monitoring visits for the contracted charter schools are the next responsibility of the Commission. Interim visits were done for Cornville Regional Charter School January 24, 2013, and Maine Academy of Natural Sciences –MEANS on January 23, 2013; the results were positive.

**Public Charter Schools in operation beginning 10/1/12:**

Cornville Regional Charter School 783 Beckwith Road, Cornville 04976

Justin Belanger, Executive Director 474-7812 Grades K-6

Maine Academy of Natural Sciences – MEANS PO Box 159 Hinckley 04944 (15 Stanley Road, Hinckley)

Glenn Cummings, President-Executive Director 838-7705 Grades 9-12

**Public Charter Schools currently negotiating a contract with the Commission:**

Baxter Academy for Technology and Sciences 6 Mann Road Freeport 04032 (54 York Street, Portland)

John Jaques, President 318-8248 Grades 9 and 10: 2013-2014 and incrementally increasing to Grades 9-12.

Fiddlehead School of Arts and Sciences PO Box 1689, Gray 04039 (55 Shaker Road, Gray)

Jacinda Cotton-Castro, Executive Director 657-2244 2013-2014: Grades Pre-K, Kindergarten, and 1 and incrementally increasing to Grades Pre-K - 5.

Harpwell Coastal Academy 90 Neil's Point Road, Harpswell 04079 (Merriconeag Grange at 529 Harpswell Neck Road Harpswell)

John D'Anieri, School Design Consultant 233-6125 Grades 6 and 9: 2013-2014 and incrementally increasing to Grades 6-12.

Maine's Public Charter School Law  
Title 20-A, chapter 112 (§§2401-2415)

Maine Department of Education  
February, 2013

	<ul style="list-style-type: none"> <li>• Must require information about any likely contract with an education service provider</li> </ul>
<p><b>Organizers, founders of a charter school</b></p> <p><b>Application to open a charter school</b></p>	<p>A person or entity that seeks a charter to operate a public charter school is referred to as an “organizer” or “founder.” An organizer or founder must be a nonprofit, nonreligious organization.</p> <p>An organizer may submit an application for a charter only to an authorizer that has issued an RFP. The application must contain the information required by the RFP</p> <p>An authorizer must make a decision about approval or denial of an application within 90 days of its filing, based on procedures, practices, and criteria consistent with nationally recognized charter-authorizing standards. If an application is denied, the applicant may reapply or apply to a different authorizer. Decisions must be made in writing.</p>
<b>Charter Contract</b>	<p>Once an application is approved, the authorizer negotiates a contract with the governing board of the organization that proposes to open the charter school. The charter sets forth the performance expectations and measures and administrative provisions.</p> <p>A contract for a virtual charter school also sets forth tailored oversight and monitoring provisions</p>
<b>Students</b>	<p><b>Enrollment</b></p> <ul style="list-style-type: none"> <li>• All students residing in Maine are eligible to attend a charter school</li> <li>• The charter school may limit enrollment to students of specific ages or grade levels</li> <li>• Charter schools may not discriminate against students based on race, ethnicity, national origin, religion, gender, sexual orientation, disability, income level, limited English proficiency, or academic or athletic ability</li> <li>• If student interest exceeds the capacity of a program, class, grade level or building, students must be selected by a random method</li> <li>• From a school administrative unit with fewer than 500 students, the charter school may not enroll more than 5% of a grade level of that SAU for the first 3 years of operation of the charter school; for school administrative units with 500 or more students, the limit is 10% per grade level</li> <li>• Charter school must give preference to its prior year students and to their siblings. A charter school <u>may</u> give preference to the children of charter school founders, board members and full-time staff, but not more than 10% of student body</li> <li>• If the charter school is a conversion of a noncharter public school, it</li> </ul>

	<p>must give preference to children who reside in the attendance area of the noncharter public school</p>
<p><b>Academic accountability</b></p>	<p>The public charter school performance framework, developed by the authorizer, sets forth indicators for student academic proficiency, growth, attendance, postsecondary readiness, and other measures. Authorizers must oversee and evaluate their charter schools' performance. The charter school and the authorizer must set annual performance targets.</p>
<p><b>Extracurricular activities</b></p>	<p>Students at a public charter school have the right to participate in extracurricular and interscholastic activities not offered by the charter school to the same extent, and subject to the same requirements, as noncharter public school students. The noncharter school may require the charter school to pay a portion of the cost of providing those activities in which the charter school students will participate.</p>
<p><b>Charter school oversight</b></p>	<p>The authorizer of each charter school must</p> <ul style="list-style-type: none"> <li>• Collect, analyze and report data from student assessments;</li> <li>• Monitor performance and legal compliance of public charter school;</li> <li>• Conduct ongoing evaluation of the school according to the charter contract;</li> <li>• Notify the charter school of any perceived problems and provide reasonable opportunity for the school to remedy problems;</li> <li>• Make decisions about renewal of charter application</li> </ul>
<p><b>Applicability of laws to charter schools,</b></p>	<ul style="list-style-type: none"> <li>• A charter school is subject to all federal laws and authorities</li> <li>• Charter schools are subject to the same civil rights and health and safety requirements as other public schools</li> <li>• Students are subject to the same student assessment and accountability requirements as noncharter public school students</li> <li>• School governing boards are subject to the Freedom of Access law and laws against conflict of interest</li> <li>• A charter school is exempt from all other statutes and rules applicable to public schools, school boards or SAUs</li> <li>• A charter school may not engage in religious practices in its educational programs, admissions, or employment policies or operations</li> <li>• Teachers must comply with federal regulations regarding teacher qualification, but a teacher who becomes certified within 3 years of hiring and a teacher with professional expertise in a subject may teach at a public school without state certification</li> </ul>
<p><b>Special education in charter schools</b></p>	<p>A public charter school authorized by the Charter School Commission is responsible for special education for all students attending the public charter school, and is subject to federal and state requirements</p>

	For a public charter school authorized by a school administrative unit (SAU), the authorizing SAU is responsible for special education in the charter school
<b>Funding of charter schools</b>	<p>The School Administrative Unit where an attending student resides must transfer to the charter school the following amounts:</p> <ul style="list-style-type: none"> <li>• The per-pupil allocation attributable to each specific student (based on grade level, and including any enhanced count for economic disadvantage, Limited English proficiency and special education status); and</li> <li>• All or a portion of the resident SAU's average per-pupil transportation cost, depending on the level of transportation service provided by the charter school to that student</li> </ul> <p>The Department of Education pays directly to a charter school:</p> <ul style="list-style-type: none"> <li>• Excess costs due to a high-cost in-district special education placement</li> <li>• Eligible gifted and talented program costs</li> <li>• Federal funds for which the charter school may qualify</li> </ul>
<b>Role of the Department of Education</b>	<p>The Department of Education:</p> <ul style="list-style-type: none"> <li>• Disseminates information</li> <li>• Establishes policies and standards for authorizers, and may provide technical assistance</li> <li>• Applies for, and appropriately distributes, federal charter school grants</li> <li>• Adopts major substantive rules as needed to implement the law</li> <li>• Provides 4-year reports on public charter schools to the Governor, the Legislature and the public</li> </ul>

## **Maine Charter Commission Approves Two New Charter Schools**

The Maine Charter School Commission has the responsibility to approve up to 10 public charter schools in the State in ten years. Tuesday, the Commission met to consider two applications for a public charter school.

Each application was reviewed by a team of Commission members and was reviewed for its education plan, the proposed organizational and operational plan, and its governance, business and financial information. The review teams made recommendations to the full Commission regarding each application as to whether it appeared to demonstrate their competence in each element of the Commission's approved criteria. The applicant also had to demonstrate that they were likely to successfully open and operate a charter school.

The application for the proposed Harpswell Coastal Academy was approved by the Commission and moved to contract negotiations. The Review Team commented that their plan will incorporate a vast array of practical life principles woven into their education plan and utilize the ocean, wetlands and farmlands as a central aspect of the school's resources. The first year enrollment for the school will be a total of 60 students in grades 6 and 9. The school in five years will encompass grades 6 through 12.

The other application approved was the proposed Fiddlehead School of Arts and Sciences in Gray, Maine. The Commission review team reported that Fiddlehead brings strong academics, innovation, strong parent organization, capable staff, and the skills and capacity to create a successful charter school. Their program will be based upon the Reggio Emilia philosophy with place based multiple intelligences, art integration, and inquiry based learning. Fiddlehead will open with an enrollment of 30 students in grades pre-kindergarten and grade 1. In five years it will reach a total of 90 students through grade five.

Maine Charter School Commission Chair Jana Lapoint in reflecting on the Commission's action today said, "Decisions for approval or denial of an application requires a rigorous review as the ultimate responsibility of the Commission is to ensure that a quality education is provided to all students attending a public charter school. Today's approval of these schools is good news for the State of Maine as it provides additional choices for parents as they seek an education that best meets their child's individual needs and learning style. These two programs can serve as an alternative model of learning that other schools might consider and replicate. They join three other schools that have been previously approved."

The Maine Charter School Commission law has been recently commended by the National Alliance for Public Charter Schools as second in the nation for requiring best practices that support charter school success. The Maine law was specifically commended for the four components of quality control : transparent charter application , review , and decision-making processes; performance-based charter contracts; comprehensive charter school monitoring and data collection processes; and, clear processes for renewal, nonrenewal, and revocation decisions.

# Maine Charter School Commission

**Interim Monitoring Visit**

**Cornville Regional Charter School**

**January 24, 2013**

## **Interim Monitoring Visit to Cornville Regional Charter School**

**January 24, 2013**

Site Team Members: Shelley Reed, Jim Banks, Robert Kautz, MCSC Executive Director Special Education reviews from Maine Department of Education Cynthia Bernstein, and Misty Favreau. Absent due to family emergency Jana Lapoint.

Brief overview of the visit:

Site team members were taken on a tour of the school and visited every classroom, the library area, gym/cafeteria area, and office. While touring members were able to speak with students and teachers.

Meeting time was spent with Justin Belanger the Executive Director, Jean Walker Board member, Jodi Tosher Towle, Vice Chair of the Board and the Principle Bill Crumley. Special education review members met with the special education teacher and then met with the other site team members.

Documents provided to team and reviewed prior to visit:

- Assessment protocol(response to 1.a)
- First and Second quarter Financial Report (1.c)
- Enrollment by district (1.d)
- Responses to 1.e preopening plan, 2B. Special education services 2.c Student attendance

Summary comments on the Team's visit:

Observations:

1. The school was well prepared for the site team visit providing documentation on Status update for assessment protocol, professional development, plan for parent engagement, survey for parent feedback, student interest groups, partnerships and outreach, school activities, payment template, budget reports, curriculum outline for agricultural science, potential grants, parent and student handbook, staff handbook, contract for services with Spurwink Center, contract for transportation services with Poland's Bus Services, listing of emergency contacts, food service plans with local growers.
2. Cornville Regional Charter School rates substantially underway or completed in all designated review categories and under development or in progress in the academic areas to be reviewed in the spring.
3. The Board is making adjustments as needed to aid in fulfilling the mission and vision such as bylaw and assessment work.
4. The Charter school is financially stable and has a projected \$20,000 surplus for the end of the school year. They have not needed to use the line of credit and in fact are just now going to the bank to secure the funds.

5. The Board is developing a facility maintenance plan projecting financial savings by improving the heating system, replacing the roof.
6. The special education review brought out that the transition IEPs for the children entering the school were working out, noted one student's special education needs were reduced due to the conducive learning environment, and that the supports in place for students were amazing.
7. Breakfast and lunch are currently being provided for those students whose families are unable to provide nutrition and Cornville continues to investigate locally sourced food to fulfill the food plan in the contract.
8. In the spring as academic proficiency and growth data is available start thinking about plans for more growth, addressing gaps and proficiency, and the professional development training that will be needed to make adjustments.
9. The Cornville Regional Charter School is attracting students who have not been successful in previous educational settings. The school needs to be prepared for more special education students requiring more resources.

Note: attached: Summary of Performance Indicators January 24, 2013 site visit

# Summary of Performance Indicators - January 2013 site visit Cornville Regional Charter School

Indicator	Not yet documented/ or begun	Under development/ in progress	Substantially underway or completed
Student Academic Proficiency		ongoing development	
Student Academic Growth		Establishing baseline through assessment system	
Achievement Gaps in proficiency and growth between major student subgroups		ongoing development	
Student Attendance			94 % student attendance
Recurrent Enrollment from Year to Year	N/A		
Postsecondary readiness (for HS)	N/A		
Financial Performance and Sustainability			Demonstrated financial stability with an estimated \$20,000 surplus at year's end
Governance Board Performance and Stewardship			Principal reports regularly to parents, monthly to board, financials reported by executive director, Board involved in decisions, review of academic performance and maintenance of

# Summary of Performance Indicators - January 2013 site visit Cornville Regional Charter School

				school per conversations with board members
Adequacy of Facilities Maintenance in Support of Program				Board making facility plans seeking out bids for heating system and looking at funds for roof and window replacement
School Social and Academic Climate				Student conversations indicated engaged, enthusiastic youth. Guiding code posted. Be safe, be positive, be respectful, be responsible
Parent and Community Engagement				Parent/student/teacher conference held; 37 families out of 43 returned the Parent survey

# Maine Charter School Commission

## **Interim Monitoring Visit**

### **Maine Academy of Natural Sciences “MeANS”**

**January 23, 2013**

**Interim monitoring visit to MeANS**  
**January 23, 2013**  
**(Report Date: February 8, 2013)**

To: Glenn Cummings, Exec. Director, MeANS  
Troy Frost, Co-Principal, MeANS  
Emanuel Pariser, Co-Principal, MeANS

From: Richard Barnes, Review Team Chair, Maine Charter School Commission

Site Team members: Richard Barnes, Heidi Sampson, William Shuttleworth; Bob Kautz, MCSC Exec. Director; Nancy Connolly and Cindy Bernstein, representing the Div. of Special Education at MDOE.

Brief overview of the visit:

Throughout the day we met with several representatives from MeANS:

- Bob Tardy, Governing Board member, for MeANS and Good Will Hinckley
- Glenn Cummings, President of Good Will Hinckley and Exec. Director for MeANS
- Emanuel Pariser and Troy Frost, Co-Principals of MeANS
- Sheri Dodge, Bus. Mgr, MeANS
- Stephanie Jannenga, Special Education, MeANS
- Heather \_\_\_, Development Director, MeANS
- Brenda Poulin, educational technician
- Jeff Chase, Agricultural specialist/teacher
- Food service staff and several students, both in a formal Q and A and in informal classroom or lunchroom settings
- A parent

The Team had an overview orientation and presentation by school administrators and Board member Bob Tardy. We were given a tour of the campus, including classroom building, lunchroom area, and some of the locations for the school's natural science and agricultural activities. During this time we had brief informal interactions with several students. After lunch we had an opportunity to interview students, two teachers, and a parent.

We reviewed several documents provided by MeANS prior to or on the date of our visit:

- Enrollment report by SAU
- Attendance report
- Gallup student poll results
- Protocol for MeANS assessment plan
- TABE results and analysis (baseline assessment data)

### Summary comments on the Team's visit:

The Team was very impressed with the candor with which the school leaders and staff spoke about the challenges facing MeANS in the future as well as its successes to date. We offered the following commendations and recommendations to the MeANS board and staff as the highlights of our interim visit report:

#### Commendations

1. The staff and student relationships, and the overall school climate are strong. The school's embodiment of its professed "core values of respect, responsibility and service to the community" was apparent throughout our visit. Students were uniformly positive about their experience at the school.
2. The integration of an agriculture focus in curriculum with the emphasis on local food in the excellent food service program presents a strong statement of values in action.
3. The strong integration of project based learning with core academic standards, although it remains a work in progress, is apparent in the classrooms.
4. There is a strong emphasis on maintaining continuous communication with parents, whether the student is a day commuter or a weekday dorm student.
5. The school staff and administrators are very aware and forthcoming about the challenges that still lay before the school in such diverse areas as student recreational opportunity, substance abuse prevention, meeting special education needs and continuing to work on the staff's understanding and mastery of standards-based teaching.
6. One student's comment during our interview (and badly paraphrased here) struck all of us on the team as summing up our impressions for the day: "I had never thought that it would matter to me if a teacher showed any care or interest in me as a student—until I [arrived here] and found one who actually did."

#### Recommendations:

1. That the school work to improve the staff's understanding of and establishment of proficiency standards for all students. We recommend that the MeANS faculty join one or more professional development consortia operating in your area that are working on such standards and to continue comparing your student work products in the classroom with exemplars available from MDOE and other sources. **The Commission will expect to see a professional development plan in place by June, 2013 for the MeANS staff to meet its stated goals on standards-based graduation requirements.**
2. We encourage the staff to have the students focus on classroom cleanliness and order to the same degree as occurs in the cottage dormitory program.
3. Review the school's level of emphasis on technology use, especially with regard to interconnectivity with the Internet through student access to wi-fi.

4. Be prepared to give the Commission a more detailed update on the school's plan for meeting expected future needs and costs for providing special education services, provision for future of the residential program, and fundraising for a new, expanded classroom building for academic programs. **(See also the interim report from the Division of Special Education sent separately.)**
5. **Although not noted in our verbal report-out, we have subsequently discovered that one key staff member, given her present status as an Ed Tech III, may not be eligible to become a fully certifiable teacher as required by the law (sec. 2412.6.B). Many Ed Tech IIIs appropriately serve in relatively independent roles as instructors, and our review team does not question her competence as an instructor for her students. However, MeANS is not presently in compliance with its contract, and will not be in compliance until it creates a more formal arrangement with a teacher or teachers of record who meet the state qualifications for a "highly qualified/highly effective" teacher in the affected content area(s). Steps must be taken immediately to correct this oversight. We request a report back within 10 days as to your plan to address this, both in the immediate future and for the longer term. (This concern is separately noted in the report from Jan Breton in regard to the Special Education program.)**

**PLEASE NOTE:** The above report is "interim" in nature, and is intended to be informative for both the Commission and the MeANS Board and staff. It is not an official site visit report and is not to be considered a part of the permanent file for the contract.

This report was shared in a telephone follow-up conference call between the undersigned Review Team leader and the Co-Principals, Emanuel Pariser and Troy Frost on Feb. 6, 2013.

Submitted by,

Richard Barnes  
February 8, 2013

Attachments:

1. Summary checklist from interim monitoring visit

## Summary of Performance Indicators - January 2013 site visit

Indicator	Not yet documented/ or begun	Under development/ in progress	Substantially underway or completed
Student Academic Proficiency		First cut at setting benchmarks— TABE scores on students Baseline data gathered	
Student Academic Growth		The curriculum is highly individualized— standards for proficiency and growth are in progress	
Achievement Gaps in proficiency and growth between major student subgroups		A good system in place	
Student Attendance			
Recurrent Enrollment from Year to Year	N/A		
Postsecondary readiness (for HS)	There is a senior class, their status is unclear.	Several students are taking KVCC courses	
Financial Performance and Sustainability		See concern noted in narrative	
Governance Board Performance and Stewardship			Governance committees are in place—MCSC will check on this in April.

Adequacy of Facilities Maintenance in Support of Program	Fundraising is underway to renovate a permanent classroom building	Very positive social climate.
School Social and Academic Climate		
Parent and Community Engagement		Weekly parental contact from the co-principals.

# Maine Charter School Commission

## **Cornville Regional Charter School**

### **Monitoring Results**

**June 2013**

## 1. Introduction

The Cornville Regional Charter School was the first charter school to open in Maine in the Fall of 2012. CRCS received notification of official status as a charter school on July 31, 2012. It opened its doors on October 1, 2012, with 60 Grade K-6 students and will work towards serving students K-8 by 2014. Cornville is located in central Maine and is made up of approximately 1,300 residents and is adjacent to Skowhegan, Canaan, Solon, East Madison and Athens. Students at the school come from 11 neighboring towns. The Charter school is designed to deliver:

## 2. Process for Monitoring Charter School

<p>The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director, Department of Education Special Education personnel. The Commission team conducted two announced on-site visits in January and June, one unannounced site visit and a paper audit of documentation. Additional data is available from the Maine Department of Education website.</p> <p>Documents provided by Cornville Regional Charter School are available from the Maine Charter School Commission office - a list provided on Page 16-17.</p>	
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## Cornville Regional Charter School Monitoring Results

3 a. Exhibit B condensed						
Indicator	Measure	Target negotiated in contract with Charter School Operator	Evidence presented as part of the monitoring plan	Meets Contract Agreement	Partially Meets	Does not Meet
Achievement Gaps in proficiency and growth between major student subgroups	* Gaps in proficiency and growth between major student subgroups	* Goals for gap closure include charting population to identify subgroups and establish a goal of 4-5% growth. * Agreement to review goals annually with authorizer. * State data will be used as comparison.	Annual Reports	Benchmarking Year 1		
Student Attendance	* Average daily attendance rate * Individual student attendance rate * Unexcused absences	* MEDMS System for reporting data * Targets established at 94% attendance * Create process for working through student unexcused and excessive absences * School data to be compared with state average and for "comparison band" schools.	Report on status of systems to be done within 6 months of opening. Annual reports thereafter.	X		
Recurrent Enrollment from Year to Year	* Student re-enrollment from one year to the next * Continuous enrollment of students for multiple years	* Enrollment records. * 90% recurrent enrollment target. * Establish exit interview to determine cause for not re-enrolling.	MCSC to receive reports sent to each school district in accordance with the statutory requirements.	X		
Postsecondary Readiness for high schools	* Not appropriate as this is a K-8 School.	Not applicable.	Not applicable.			

3 of 17



**Cornville Regional Charter School  
Monitoring Results**

<b>3 a. Exhibit B condensed</b>							
<b>Indicator</b>	<b>Measure</b>	<b>Target negotiated in contract with Charter School Operator</b>	<b>Evidence presented as part of the monitoring plan</b>	<b>Meets Contract Agreement</b>	<b>Partially Meets</b>	<b>Does not Meet</b>	
<b>Transportation and Food Service continued</b>		* Year 1 breakfast and lunch offered only for students who need food service.					
		* Food options and wellness offerings to be continuously explored.					
<b>School Social and Academic Climate</b>	* Instances of bullying, harrassment or other abusive practices	* The school will maintain the same state and federal reporting requirements as for public schools.	Governing Board to review and approve the survey form. MCSC may require revisions in the form if found inadequate.	<b>X</b>			
	* Confidential surveys of parents, staff and students regarding social and academic climate	* School will participate in the state student climate surveys; data compared with comparison schools.	Parent and student survey - results to Governing Board and MCSC annually.				
	* Emotional/social growth of students						
		* Survey to be developed to measure parent/student/ community feedback.					
<b>Parent and Community Engagement</b>	* Partnerships	* Goal is to have all families involved in the school community in ways that are meaningful to parents and the school therefore seek 80% parent participation.	See previous column.	<b>X</b>			
	* Communications systems						
	* Parent participation in their children's education and in operation of the school	* Involvement noted in school handbooks for parents and students					
		* Plan for parent conferences established and records maintained					
Continued next page:							
							5 of 17



3 b. Summary of Performance Compliance by Indicator									
Indicator	Meets Contract Agreement			Partially Meets Contract Agreement			Does not Meet Contract Agreement		
Student Academic Proficiency		Benchmarking Year 1							
Student Academic Growth		Benchmarking Year 1		X					
Achievement Gaps in proficiency and growth between major student subgroups		Benchmarking Year 1							
Student Attendance		X							
Recurrent Enrollment from Year to Year		X							
Postsecondary Readiness High School only		Not applicable							
Financial Performance and Sustainability		X							
Governance Board Performance and Stewardship		X							
Adequacy of Facilities Maintenance in Support of Program		X							
School Social and Academic Climate		X							
Parent and Community Engagement		X							

**Cornville Regional Charter School  
Monitoring Results**

4. Evidence and Documentation									
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation						
Student Academic Proficiency	Winter 2012/Spring 2013 NWEA results Grades K-6	Administration cites: * Adequate DRA Results							
	48 out of 61 students in Math showed growth.	* Outstanding Saxon Math Results							
	31 students made progress in Reading.	* Stand-out DPVA Results.							
		NECAPs given 8 days into school not reflective of the new charter school, but can be a baseline.							
	Fall NECAP Results								
DRA -	Fall 2012/Spring 2013 Developmental Reading Assess.	Overall CRCS felt that reading scores showed inadequate growth.							
	95% of students made progress.								
DPVA -	Fall 2012/Winter 2013/Spring 2013 Developmental Place Value Assess								
	Math for K-4								
Saxon -	Fall 2012/Spring 2013 Saxon Math Grades 5-6								
	100% made significant progress.								
Student Academic Growth		School currently collecting data on individual student growth on PLP.							
Achievement Gaps in proficiency and growth between major student subgroups	Do not have data.								
Student Attendance		95.60%							
Recurrent Enrollment from Year to Year	Recruitment Enrollment from Year-to-year list of returning students.	Stated robust with target of 90 students enrolled fro 2013-14.	Review of budget documentation show surplus/carry-over funds.						8 of 17

[illegible]

4. Evidence and Documentation									
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation						
Adequacy of Facilities	Maintenance Report.	The heating system was moving forward at 6-month monitoring							
Maintenance in Support of Program	"School building overall in good condition."	visit. Later was placed on hold by the Governing Board due to unsure state legislation.							
	"up to industry standards to be used as a public school building." (p 2*)	Review Team expressed hope that CRCS would be able to move forward balancing costs							
* CRCS Capital Improvement Plan Section 1.	Goal to replace heating system for a bio mass or pellet system rather than oil.	with long-term efficiencies.							
School Social and Academic Climate	Student and parent survey results.	Behavior on the bus emerged as issue addressed through parent and student discussions and placing monitors on the bus.	Teachers, students principal, executive director all interacting in positive ways.						
	10 Question Parent Survey. 33 responses.								
	Highest possible score: 165. All 10 questions scored 140-157.	Monitors placed in budget for 2013-14.	Student work in hallways.						
	On a 5 point scale the Top 3 scores:								
	* Parents feel welcome and respected.		Next to last day of school, classrooms empty for summer.						
	* There is an atmosphere of open communication at CRCS.		All student hand tree posted in the lobby.						
	* They would recommend this school to other parents.								
	10 Question Student Survey. 50 students responding.								
	Responses: Agree or Disagree or I don't know.								
Continued next page:	Top scores unknown.								
	* I like student interest groups.								
	* I would recommend this school to other students.								

4. Evidence and Documentation									
Performance Measure	Documented Evidence	Interview/Focus Group	On-site Observation						
School Social and Academic Climate continued	Student responses continued:								
	* I feel safe at school.								
	* I feel my teacher cares about me.								
	Student Conduct and Discipline Report for 2012-2013:								
	* No expulsions								
	* 5 suspensions (1 or 2 days)								
	* 28 lesser disciplinary actions.								
Parent and Community Engagement	Volunteer/Parent Participation Record: September to June.	Parents expressed strong support and appreciation for the school. Comments:							
	Engagement opportunities in:	* Kids are learning at their own levels.							
	* Principal's Newsletter	* Blossoming like never before.							
	* Technology	* There are no cracks for kids to fall in like in larger schools.							
	* Student Interest Group sign-up.								
	Figures show a 43% eligibility for free/reduced lunch, but parents are providing lunches for students on a regular basis with lunch provided by CRCs when it is needed.	There is good communication between parents and staff. For example:	Parents observed actively participating in the field day games and in the lunch room.						
		* Every Friday there is a Principal's newsletter.							
		* Parents are grateful for transparency of the Governing Board and the dialogue afforded them at Board Meetings between the Board and the Parents.							
		PTA open to community members.							

July 15, 2013

## Cornville Regional Charter School Monitoring Results

Year One 2012-2013  
June 20, 2013

[illegible]



# **Cornville Regional Charter School** **Monitoring Results**

<b>5. Commendations continued</b>									
M. CRCS is a progressive learning environment through its use of Personal Learning Plans and joining a cohort for Mass Customized Learning. Teachers commented on their growth in the development of PLP's.									
N. CRCS time scheduling for core subjects allows for vertical student level placement and teachers having the opportunity to know all the school's students, thus creating a cohesive environment.									
O. Utilization of Educate Software will provide teachers, parents and administrators a clear picture of student academic performance and growth in 2013-2014.									
P. Budget demonstrates a commitment to continuing staff professional development.									
Q. Recurrent enrollment is robust with enrollment figures of 90 students for 2013-2014. Meets contract agreement.									
R. Best Practices of the CRCS Board of Directors have been drawn up for the purpose of creating operating principles to sustain high performance.									
S. Governing Board Members stated the Board is working well together with open and honest dialogue and the conscious need always to put students first. Items are initially brought to subcommittees and then to the whole Board. Members take on individual roles of facility management, volunteer coordination, fundraising and financial management. Meets contract agreement.									
T. Evidence was provided confirming that observations of the January 24, 2013, monitoring visit are being addressed: academic proficiency and growth data are being analyzed and plans made to address growth and professional development to make the adjustments. The charter school is making preparations for more special education students' needs.									
<b>6. Recommendations</b>									
A. CRCS is encouraged to share its good news, progress and success to build public confidence in their charter school and the charter school movement in Maine.									
B. Continue to implement a proficiency-based system with clear record keeping to show student attainment of standards.									
C. Truly integrate Educate Software.									
D. With the addition of 55 computers, CRCS is encouraged to appropriately integrate technology into the curriculum.									



July 15, 2013

**Cornville Regional Charter School  
Monitoring Results**

Year One 2012-2013  
June 20, 2013

<b>List of Documents provided by Cornville Regional Charter School for the Annual Review June 20, 2013.</b>									
<b>Cornville Packet</b>	Provided by Cornville Prior to June 20th visit.								
Cornville Visit Schedule for June 20, 2013									
Justin Belanger 6/17/13 Email Re:									
Recurrent Enrollment									
Student Conduct and Discipline									
Parents and Student Engagement									
Communications system list									
Special Education information									
Copy of the June 2013 Monitoring-Reporting Schedule									
Monitoring Report for Transportation									
Monitoring Report for Food Service									
Building Maintenance - Capital Improvement Plan Report, Sam Jencks									
Summary: Winter 2012 / Spring 2013 NWEA Results									
Summary: Fall 2012 NECAP Results									
Summary: Fall 2012 / Spring 2013 Developmental Reading Assessment Results (DRA)									
Summary: Fall 2012 / Winter 2013 / Spring 2013 Developmental Place Value (DPVA) Math Assessment Results									
Summary: Fall 2012 / Spring 2013 Saxon Math Assessment Results									
June 13, 2013, Letter to "Kenny" from Jean Walker, Chair, CRCS Board of Directors									
May 1, 2013, CRCS Board Meeting Minutes - All meeting minutes available on CRCS Website.									
CRCS Board of Directors Terms and Duties 2012-2013									
Cornville Regional Charter School By-Laws									
Exhibit 10 Organizational Chart 2012									
Cornville Regional Charter School Board of Directors Best Practices									
Budget 2012-2013 School-year Revenues / Expenses by Month									

**Documents provided June 20, 2013:**

[illegible]

# Maine Charter School Commission

## **Monitoring Report**

### **Maine Academy of Natural Sciences**

**August 2013**

# **Monitoring Report**

## **Maine Academy of Natural Sciences**

### **August, 2013**

#### **1. Introduction**

The Maine Academy of Natural Sciences (MeANS) was the first public charter school authorized, and the second one to open in the State of Maine, beginning its first year as a charter school in September 2012. MeANS operates with a year-round academic culture, and its first school year ended on August 16, 2013.

MeANS is located in Hinckley, Maine, on the campus of Good Will-Hinckley School, situated near the town lines of Fairfield and Skowhegan, on Route 201. Its initial enrollment of 52 students in grades 9-12 is gathered from several different communities from across the state. While many of the students live within the school's catchment area (approximately a 30 mile radius from the academy) others are housed five nights a week in a residential program operated by the parent organization, Good Will-Hinckley Home Association.

The school operates on a standards-based program, where students are expected to achieve proficiency levels required to meet the graduation requirements that will be in Maine law by 2016. Part of the school's challenge has been created by the fact that significant numbers of the existing students have transferred from other high schools and are expecting to graduate under the traditional credit-based system. Another challenge for the school has been the effort to develop new standards and rubrics for measuring them that are both aligned with the Common Core and can be managed under the school's Personal Learning Plan system, whereby each student advances through the standards at an individualized pace. The curriculum and the instructional program are both imbedded in a hands-on learning approach, utilizing agriculture and natural science oriented environment. Along with the hands-on, individualized instruction, the school emphasizes its Restorative Justice program, designed to help students develop into self-directed learners responsible for their actions.

#### **2. Process for Monitoring the Public Charter School**

The Maine Charter School Commission established a visiting review team of three members accompanied by the MCSC Executive Director and a two-person team from the Division of Special Education at the Maine Dept. of Education. The Commission team conducted two scheduled on-site visits in January, 2013 and August 14, 2013. Along with the visits the review team received several paper documents as part of the review. These documents were delivered prior to the visit, on the day of the visit, and subsequent to the visit, but prior to the development of this report. A list of documents provided by the school as part of this report is attached as an addendum and is available from the MCSC office. A list of the review team members and a list of all persons interviewed in the August review are included at the end of this report.

### Section 3: Charter Commission Annual Report on MeANS Performance Indicators August, 2013

Indicator and Measure	Target negotiated in the Contract	Results reported, August 2013	Notes and Comments from Monitoring visit	Meets Contract Agreement	Partially Meets	Does not meet
<u>Student Academic Proficiency:</u> State Assessments	Percentage of students scoring at proficiency or above – 20% below the state average	We will not have these results until later this summer as the state has not released them yet. 14 Juniors took the Maine Science Test on April 3 <sup>rd</sup> , 12 Juniors took the SAT's on May 5 <sup>th</sup> .	Complete data available in Fall, 2013; SAT data included in 8/14/13 report to Commission	X		
Student Academic Proficiency: School developed assessments	40% of student body will meet at least 25% of standards each year, 30% will meet 20%, 30% will meet 10%	The school has baseline data and is prepared for 8/14	Baseline data included in 8/14/13 report to Commission	X		
Student Academic Proficiency: School developed assessments	Student achievement will progress relative to length of time the student is with the organization.	First year in operation; need to quantify this for our next year's report	MeANS is still developing the required standards; 17 students on standards based system; 26 on credit system. Because 4 <sup>th</sup> quarter results were incomplete, the % of students completing 25% of standards req. for graduation is unknown. 46% of students on credit system earned 4 or more credits.		X	

<b><u>Student Academic Growth:</u></b> Value added nationally normed individual and group assessment or equivalent for English and Math	Target not set yet (percentage of students who make one years growth.)	Percentage of students who made one year's growth (TABE) in at least one area –see attached report.	TABE results for School Year 2012-13 presented on 8/14/13.	X		
Established Benchmarks for each student	85% of students will show growth in at least one of the identified areas, and growth determined by TABE/NWEA, other evidence identified – portfolio – exhibition etc.	See attached report, 8/14/13	TABE aggregate achievement levels of more than 1 year in 6 of 7 areas. Gaps in ach. growth noted for three subgroups (females, Spec Ed, and Econ. Disadv)	X		
Rubric specific to charter school	85% of students will show growth in at least one of the identified areas.	8/14/13		X		
Achievement Gaps in proficiency and growth between major student subgroups using ESEA-based system	Assuming a gap of 25% or greater, we will shrink that gap by 50% on an individual student basis.	Attached TABE results report, 8/14/13		X		
Student Attendance:						
Average Daily Attendance Rate	Daily attendance rate of 80%	Average Daily attendance rate is 93% through 3 quarters		X		

Individual Student Attendance Rate	Daily rate of 80%	35 students were in the 90 to 99% attendance range. 10 students were in the 80 to 89% range, 1 student was in the 70 to 79 % range		X		
Unexcused Absences	8%	4.8 %		X		
Recurrent enrollment from Year to Year		Lisa-separate letter attached		X		
Student re-enrollment from one year to next	85% re-enrollment annually		Re-enrollment rate as of 8/14/13: 91%	X		
Continuous enrollment of students for multiple years	80%continuously enrolled for multiple (more than two) years			N/A		
Post-Secondary Readiness						
Graduation Rate	Using Fed Graduation Rate – 70% (of four year cohort)	100% of starting seniors graduated; 90% graduation rate with one senior being a fifth year senior (Dropout according to Fed rate)	Data received	X		
Success in Dual Enrollment Courses	75% successfully complete	92% (12 of 13) students successfully completed at least one KVCC course	Data received	X		

SAT or ACT scores	15% of students will score at or above state average on SAT and ACT	41% scored at or above Maine's Average scores on nine of the test areas  (how many took it?)	Data received	X		
Enrollment in post-secondary institutions	75% of graduates have enrolled in post-secondary institution/training/apprenticeship  by April following year 1 – 8 months after August graduation	Currently 40% have enrolled in post-secondary education	Data provided	X		
	75% of student taking Accuplacer test will pass at least 3 elements	100% of (8) students who took three or more aspects of the exam passed at least three elements of the Accuplacer;  Of 49 scores, 4 or 8% required remedial classes.	Data received	X		
Students employed full time or enlisted	15% of Graduates employed fulltime or enlisted by April following Year 1.	Currently 60% have full time employment		X		
School Social and Academic Climate						
Instances of bullying, harassment or other abusive behavior	15 or fewer incidents/reports of actual/suspected bullying harassment.	Three incidents	Our site visit found that there is an excellent climate during the school day. However, resident students described after-school problems in the house setting that affected their overall sense of well-being at the school.		X	

Confidential surveys of parents staff and students regarding social and academic climate	90% of parents, students, staff express satisfaction with school climate; School will participate in the state student climate surveys; data compared with comparison schools	<p><u>Staff Survey:</u> On the ten question staff school climate survey 92% of the staff ratings were for the two most positive choices</p> <p><u>Student Survey:</u> On an eight item school climate survey, students opted for the two most positive choices 78% of the time with the most negative choice being picked 1% of the time.</p> <p><u>Parent Survey:</u> On the eight item school climate survey, parents opted for the two most positive choices 85.5% of the time.</p> <p>State student climate data via Maine Integrated Health Survey – data is not available yet. <i>(Will be available in fall)</i></p>	<p>Data received</p> <p>The detailed comments offered by the parent and staff surveys, both positive and less positive, offer helpful information to the MeANS Board, administrators and staff as the school works to fine-tune practices to improve both its academic and social climate.</p> <p>With the addition of the Maine Integrated Health Survey, this indicator will be more than fully met.</p>	X		
Emotional social growth of students	80% will report growth as reported by pre and post Gallup Poll Hope survey	No post survey as Gallup Poll did not offer a spring survey		X		
	15 school-based reports of student substance use/abuse	14 incidents of suspected substance use/ 4 instances of paraphernalia		X		
	School Records of Restorative Justice Involvement	14 students participated in 27 restorative meetings leading to 27 agreements	Survey data indicates that staff and parents feel that the program is working well.	X		

Financial Performance and Sustainability	The school will produce monthly and quarterly financial reports and provide evidence that the reports are reviewed by the Governing Board. Quarterly reports to be sent to the Commission for its files and review	The Commission received quarterly reports dated Jan. 31, April 30, and June 30, 2013. The June 30 report was for the first ten months of the school year.	The school has operated with a small balance at all three reported quarters. The 6/30/13 financial report shows an operating balance of just under \$1500. Actual expenses were \$18,000 over budget, but increases in actual support from GWH over budgeted amount prevented a deficit.	X		
	An annual financial audit is conducted and a report sent to the Commission, along with the School's response to all management findings and recommendations.	The school fiscal year ends 8/31/13. An audit and audit report will follow.	TBD			
Governance Board Performance and Stewardship			<p>The Review Team has met with several Governance Board members, and interviewed the Chairperson on the telephone. The Board meets monthly and maintains strong working relationships with senior administrative staff and the parent organization's (GWH) board.</p> <p>Parents participate as members of Board subcommittees. However, parent communication with the Board can be improved.</p>	X		

Adequacy of Facilities Maintenance in Support of Program	The School will provide reports on facility cleanliness, cleaning logs, maintenance request and task completion logs, and an annual review of the maintenance and housekeeping program.	See Monitoring report provided by MeANS, 8/14/13	The Commission noted that students appreciate the move to the Swasey Building, and the comments on an improvement in housekeeping at this site.	X		
	The School will provide an annual update on the capital improvement plan for providing facility upgrades to support expanded enrollment.	Exec. Director Glenn Cummings provided a verbal outline of the Capital Campaign to completely renovate the Moody Building for use as a school facility	The campaign is still in the "quiet phase." A fundraising plan is in place by the Parent organization (Good Will-Hinckley), but completion and construction is 3-5 years away.	X		
Transportation and Food Service	School will provide transportation for day students within catchment area, either through contracts with other providers, or the school's vans	See Monitoring report provided by MeANS, 8/14/13	The school added routes during the school year; approximately 50% of students utilize the transportation system.	X		
	The School will participate in the National School Lunch program and provide appropriate breakfast and lunch program for eligible students through GWH. (See Contract, Exhibit A, D.6, page 76.)	See Monitoring report provided by MeANS, 8/14/13	34% of eligible students participated in the breakfast program; 100% in the lunch program.  The Commission commends the high quality of the food service program, which the school maintained despite cost overruns in the budget.	X		

Educational Partnerships in the Community	No specific target for the number of partnerships was established in contract.	Partnerships have been established this year with the following agencies and businesses: <i>Kennebec Behavioral Health, Cornerstones Counseling, Skowhegan Career Center, Skowhegan CSA, Caverly's Farm, Maine Cooperative Extension.</i>	Community volunteers and organizational partners were well represented among the participants in the 8/14/13 meeting.	X		
Parent Communication Systems	Weekly communications advisor – family.	100% of parents contacted weekly by student-advisor. This is done by phone or email every Friday afternoon.	On parent surveys, a few indicated that communication was less than hoped for, but overall they expressed high satisfaction.  The school offered strong individual student examples of communication with parents.	X		
Parent participation in their children's education and operation of school	90% parent/guardian participation in student led conferences	100% parental attendance at Student Led Conferences or on make-up dates (at least one parent/guardian from each student family.) Three sets of Student Led Conferences have been held on the following dates: 11/15-16 (2012), 3/14-15 (2013), 6/13-14;	Corroborating data received	X		
	60% parent and family participation in school sponsored activities (state wide geography creates travel/accessibility issues)	66% of parents – at least one parent or guardian from each student family have participated in a school sponsored activity.	Evidence of parent participation in school events is strong, both from documents and from interviews on 8/14/13.	X		

Other Requested Information	Academic Disciplinary Reports	MeANS has had no suspensions or expulsions in this school year.		X		
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## Summary

<i>Indicator</i>	<i>Meets Contract agreement</i>	<i>Partially meets</i>	<i>Does not meet</i>
Student Academic Proficiency	X		
Student Academic Growth	X		
Achievement Gaps in proficiency and growth between major student subgroups	X		
Student Attendance	X		
Recurrent Enrollment from Year to Year	X		
Postsecondary readiness	X		
Financial Performance and Sustainability	X		
Governance Board Performance and Stewardship	X		
Adequacy of Facilities Maintenance in Support of Program	X		
School Social and Academic Climate	X		
Parent and Community Engagement	X		

#### 4. Commendations

1. The school was well prepared for the visit, providing some of the documentation ahead of the visit and arranging for the availability of parents, board members, partners, teachers and students for the focus group.
2. Parents showed strong support and appreciation for the charter school, stating that kids were “learning at their own levels”; “learning like never before;” that there is good communication between parents and staff; every Friday there is an advisor phone call, parents felt free to call anytime; and that parents are involved with governing board subcommittees. The parents did wish that some of the Board meetings might be held in the evenings to facilitate their participation and attendance.

3. Student Attendance at a rate of 93% is excellent and meets the contract agreement.
4. School social and academic climate, as expressed by focus groups, is wonderful and the one issue that emerged was with a residential situation involving resident student supervision, behavior and use of unscheduled time. The school has responded to this issue by hiring a new Director of Student Life and has begun to develop and implement a new after school activity program.
5. The school has been able to maintain a balanced operating budget through the first ten months of its fiscal year.
6. The Maine Academy of Natural Sciences (MeANS) has improved its capital equipment and resources through its acquisition and installation of its new greenhouses, including the aquaculture/hydroponic greenhouse that will bring state of the art technology into a hands-on learning environment.
7. Upon review, special education students show encouraging test results and accommodations are being developed for students.
8. Administration reported that there are huge success stories with some special education students. Students who had difficulties being able to function previously have made academic, behavioral and social gains.
9. MeANS maintains a progressive learning environment using Personal Learning Plans.
10. Utilization of Project Foundry software will provide teachers, parents and administrators a better picture of student academic performance and growth in 2013-2014.
11. The school's budget demonstrates a commitment to continuing staff professional development.
12. Recurrent enrollment is robust with enrollment figures of 66 students for 2013-2014, which is within the contract agreement. A waiting list exists if the school wishes to enroll more students up to its 90-student capacity under the contract.
13. Governing Board members stated the Board was working well together with open and honest dialogue and the conscious need to always to put students first.
14. The school has provided evidence that the recommendations from the January 24, 2013, visit have been acted upon: academic proficiency and growth data is being analyzed and plans made to address growth and professional development to make the adjustments and the charter school is making preparations for meeting more special education student's needs.

15. Student led conferences were valued by parents, students and staff.
16. Outreach to the regional substance abuse program, the Maine Department of Labor SCC Youth Programs and the University of Maine Cooperative Extension program and services is very good, as is the involvement of the Board in the local agriculture community.
17. MeANS is commended for its efforts to help students practice the habits of follow-through and completion of projects.

## 5. Recommendations

- A. We support the plan to allow the actual enrollment to drop below 90 in order to prevent overcrowding to the Swazey Building classroom facility, but urge the school to find ways to maintain an enrollment that will be financially sustainable.
- B. We encourage the school to seek additional avenues of funding beyond the major source of funds from the Good Will-Hinckley Foundation. The Commission desires that all Public Charter Schools develop a goal and strategy that will enable them to maintain a two-month operating balance at the end of their third fiscal year.
- C. We request that the school work with the Commission to develop a financial reporting system that both aligns with the School's academic year and also meets the contract requirements of a July-June fiscal year.
- D. MeANS is encouraged to increase the outreach to nearby higher education institutions and other community resources to address areas of curriculum, interests expressed by students and for internships.
- E. Continue to implement proficiency-based system with clear record keeping showing student attainment of standards.
- F. Fully implement Project Foundry software.
- G. We encourage the school to further its effort to appropriately integrate technology into the curriculum.
- H. Continue the capital improvement plan and prioritize the plan for actions to create an efficient and effective facility during the interim years before a new classroom building is fully completed.
- I. In response to student requests, MeANS is encouraged to consider an extension of the school day and expand school-related activities during after-school hours.
- J. In light of the wide range of students attending MeANS, consider the interpretation of "students at risk" description for your student body. Perhaps "students by choice" is a preferable depiction.
- K. Widen the scope and application of the school's restorative justice program with more staff training.
- L. To make the school's governance and management more fully transparent to parents and the public, we urge the Board to regularly update and publish its agenda and minutes to the school website in accordance with the Contract. In addition, we encourage the Board to find methods for parents to more readily attend and address the Board directly with issues and concerns.

- M. MeANS is encouraged to use Local Entitlement Funds for the purchase of instructional resources to support Special Education students.
- N. Support Special Education staff involvement with DOE training to assist in realizing improved special education program results.
- O. Provide staff development to support the differentiation of instruction to achieve increased student attainment of the learning standards.
- P. Consider ways to expand the availability of the special education teacher as a consultant to classroom teachers as a resource for instructional differentiation.
- Q. MeANS is encouraged to participate in live trainings and webinars offered by the MDOE Department of Special Services including aligning IEP goals with the Common Core state standards, LRE and transition planning.
- R. MeANS is encouraged to evaluate all IEPs and convene IEP team meetings for those students who are making limited progress on IEP goals.
- S. MeANS is encouraged to use evidence-based practices to improve reading and writing skills for students whose IEPs require direct instruction in those areas.
- T. MeANS is encouraged to view the monitoring tool, when it becomes available online, in preparation for special education monitoring during the 2014-15 school year.

## 6. Closing Summary

In our estimation the Maine Academy of Natural Sciences is demonstrating success and making progress in achieving its goal:

*Our goal is for every MeANS student to become an engaged, reflective, and self-directed learner. We help students develop habits of heart and mind that lead them to take responsibility for their own actions, as well as for the welfare of other students, their community and their environment. Students will grow as critical thinkers and creative problem solvers. They will complete their education more hopeful and healthy than when they enrolled, and they will have a plan for their next steps as young adults including further education, training, adventure, civic engagement and work.*

MeANS has had a strong first year overall, they have been able to justify their work and have created plans to address items that have been partially met.

### MeANS Monitoring Visit Focus Group Participants

Debra Kantor	Partner- University of Maine Cooperative Extension
Tanika Hodges	Student
Robert Moody	GWH Vice President
Joel and Irene Austin	Parents

Hannah Austin	Student
Neil Lockwood	Student
Julie Lockwood	Parent
Bob McGorty	Partner-MDOL: SCC Youth Programs
Marian S.West	Parent
Glenn Cummings	GWH Executive Director
Joyce Tillson	Parent
Karen Corson	Parent
Joann Houghton	Parent
Roberta Lucas	MDOE- Special Education
Peg Armstrong	MDOE- Special Education
Cory King	MDOE- Special Education
Jeff Chase	Teacher
Mady Spiegel	Teacher
Brenda Poulin	Teacher
Bob Long	Partner- K.B.H.
Stephanie LaCroix	Teacher SPED/Math
Anna Perkins	GWH Special Education Director
Juliana Rothschild	Humanities Instructor
Emanuel Pariser	MeANS Co-Director
Troy Jackson	MeANS Co-Director
Richard Barnes	MCCS Member
Jana Lapoint	MCSC Member
Heidi Sampson	MCSC Member
Robert Kautz	MCSC Executive Director

**List of documents supplied by MeANS:**

Performance monitoring data (reproduced above)

Quarterly Financial report summaries for 1/31, 4/30 and 6/30/13

Student re-enrollment data

School Climate survey

Parent survey results

Student survey results

Teacher survey results

Bullying and substance abuse reports

Gallup poll of student attitudes

Documentation of parent and community involvement

Post-secondary readiness—Accuplacer and SAT scores

# Maine Charter School Commission

Sample

## **Monitoring Schedule**

Baxter Academy for Technology and Science

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
(10-9-13)						
Signed Lease or Purchase Facilities	In application With March Updated information	3/9/2013	3/22/2013	CT 1.5.5 Exh. C	4 3	Year One
<i>Prior to Opening the Charter School will obtain special education program approval from MDOE within the time period contained in the Pre-Opening requirements. See below:</i>						
DOE SPED Approved SPED Plan	on Contract Date SPED Approval Letter	5/7/2013	Received 9/10/2013	Exh. C	5	
List of Directors & Officers	Within 10 Days of Contract Date Board of Directors -Baxter	5/21/2013	Received 6/18/2013	CT 1.1.7.5	2	Note: If any of these items have een confirmed by the MCSC visiting team, there needs to be documentation in the MCSC Baxter File.dsl
Insurance Policies & Certificates	10 Days after Contract Date	5/21/2013	Complete ?	Exh. C	4	Commercial General Liability only information.
Transportation Plan	30 days prior to school opening	8/5/2013		Exh. C	7	no contract in file
Nutrition/Food Plan/Contract	30 days prior to school opening	8/5/2013		Exh.C	7	no contract in file
Mr. Bagel Food Plan Working on it 7/3/13						
Certificate of Occupancy	30 days prior to school opening	8/5/2013		Exh. C	4	Expired 9/27/13 new one?
Temp Cert. of Occupancy - thru 9/27/13		8/30/2013				
Fire/Asbestos/Lead Paint	Asbestos Report		9/10/2013	Exh. C	4	
Utilities: Water/Air quality/Plumbing/Electricity				Exh. C	4	
Certificate of Occupancy for new location	Upon Need					
				CT 1.5.7	4	Change of Location
				CT 6.10.2.5	28	Material Amendment

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
Operating Budget						
final pre-opening revisions	45 days prior to school opening	7/18/2013		Exh. C	5	
Received: Budget Summary Cash Basis						
			8/13/2013			
All required renovations	30 days prior to start of school	8/2/2013	8/30/13 ?	Exh. C	3	
Professional Instructional Staff Hiring	30 days prior to first day of school	8/2/2013		Exh. C	3	
Background checks complete						
Curriculum Accomodation Plan	30 days prior to start of school	8/2/2013	Approved 9/10/13	Exh. C	5	
Title 1, SPED, ELL Approved Plans	30 days prior to start of school	8/2/2013	Approved 9/10/13	Exh. C	5	
Capital Equipment - Installed	30 days prior to start of school	8/2/2013		Exh. C	4	
Technology - Hardware - Installed	30 days before opening of school	8/2/2013		Exh. C	6	
Technology - Software - Installed	20 days before opening of school	8/14/2013		Exh. C	6	
Staff Hiring - See below *	20 days prior to first day of school	8/14/2013		Exh. C	3	
* Paraprofessionals				Exh. C.	3	
* Clerical Staff				Exh. C.	3	
Office / Classroom Equipment	20 days prior to start of sch.	8/14/2013		Exh. C	4	



Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
90-Day Review		Source	Number	Page		Notes
Baxter Academy for Technology and Science						
Commission-Charter School Relationship						
Monitoring Plan		CT	5.1 - 5.1.3	18		
Oversight		CT	5.2 - 5.2.5	18 - 19		
Reporting and Inspection		CT	5.7 - 5.7.8	20 - 21		
Site Visits		CT	5.8	21		
1. Review and discussion of the Required Elements						
Academic Proficiency		Exh. E	2.A.	1		
Protocol for fulfilling assessment plan formative and summative						11/8/13
Parent and Community Engagement Plan for engagement and conferences		Exh. E	6. a.	2		
1st Quarter Financials		Exh. E	8. a.	3		11/8/13
The school will provide a revised annual financial plan - based on:		Exh. E	4.1 - 4.9.7	13 - 16		
* Known and projected enrollments			8. d.	3		10/15/13
* Anticipated grant, foundation and fundraising revenues.						9/1/13
Student Enrollment reports to SAU		Exh. E	4. a.	2		
Maine Department of Education						
Infinite Campus						10/1/13
Pre-Opening Plan Status		Exh. C		1 - 8		
		CT	1.6	5		

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
90-Day Review		Source	Number	Page		Notes
2. Progress Updates:						
Student Academic Proficiency		Exh. B		1		
		CT	2.8.2	8		
		CT	3.5.1	12		
Student Academic Growth		Exh. B		2		
Achievement Gaps in Proficiency and		Exh. B		2		
Growth between major student						
subgroups						
Special Education Compliance		Exh. E	3.a.	1		
		CT	3.5 - 3.7	12 - 13		
Number of identified Students						
Provision of services						
Child find						
Complaints		Exh. E	3. b.	1		
		CT	5.9 - 5.9.2	21		
Student Attendance		Exh. E	4.b.	2		
		Exh. B		3		
		CT	2.6	7		
Average Daily						
Individual						
Unexcused absences						
Transportation (continuing contract)		CT	2.16	11		
Food Service (continuing contract)						
Facilities - Maintenance		CT 1.5 - 1.5.7		3 - 4		

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
90-Day Review						
Role of Governing Board		Source	Number	Page		Notes
Board review of financial reports	CT		1.1.7 - 1.2.1	2 - 3		
Board review of academic progress reports	CT		2.9 - 2.9.2	8		
Any major decisions of the Board						
Complaint Process						
		Exh. E	1.a.	1		
3. Interviews						
Discussion with Board Chair and Members (if available), Staff, Parents, Students.						
4. School Tour						
5. Review Team Site report out						
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/Jul 15	1/15/2014		Exh. E 8.a	3	2nd Quarter
Evidence reviewed by School Governing Board						
Reports from School to track Student's Academic Growth	November 7 / June 5	11/7/2013		Exh. E 2.d.	1	
Review of Student Academic Growth Report with School and MCSC Exec. Director	Yearly - follow-up	On or about 1/1/14		Exh. E. 2.d.	1	Years 2-5 Mid-Year
Student Enrollment Reports	Oct 1 / Feb 15 / June 30	2/15/2014		Exh. E 4.a	2	
MCSC and SAU receive						
State DOE Enrollment Report	Note: Exhibit E does not align with DOE Enrollment Reports of October 1 and April 1.					
2/15 Enrollment Report	Within 30 calendar days	3/17/2014		Exh. E 4.a	2	
MCSC Commission reviews with Chief Exec of School or Governing Chair						

6

First Year July 1, 2013 - June 30, 2014

Contract Date: 5/7/13 School Opened: Sept 4, 2013

**Baxter Academy  
for Technology Sciences**

CT = Charter Contract  
Exh. C = Pre-Opening Plan  
Exh. E = Monitoring Plan

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
Student Recruitment, Admission, Enrollment - All phases complete by:	April 1 - Annually	4/1/2014		CT 2.4 - 2.5.4	6 - 7	
Financial Reports (Revenue-Expense)	Oct 15/Jan 15/Apr 15/Jul 15	4/15/2013		Exh. E 8.a	3	3rd quarter report
Evidence reviewed by School Governing Board						
Report on Performance of Plans approved in contract:	Annual Review June 12, 2014			Exh. E 7.a.	2	
Transportation		6/5/2014		Exh. E 7.a.	2	
Food Service		6/5/2014		Exh. E 7.a.	2	
Facilities Maintenance		6/5/2014		Exh. E 7.a.	2	
Commission shall review the Performance Indicators with the charter school in a public meeting	Before the end of the first year	6/12/14		CT 2.8.2	8	
Statistical Summary of student scores MEDMS	End of Year One	6/7/2014		Exh. E 2.b.	1	
Review Data relating to Child Find and Students IDEA eligible as promulgated by MDOE.	End of Year One	6/7/2014		Exh. E 3.a.	1	
Commission will review annually the agreement - School/MDOE/SAU or approved provider for SPED Services	Annally	6/7/2014		Exh. E. 3.c.	2	

Report	Description	Date Due	Date Sent/Received	Source	Page	Notes
Student Enrollment Reports	Oct 1 / Feb 15 / June 30	6/7/2014		Exh. E 4.a	2	
MCSC and SAU receive						
State DOE Enrollment Report	<b>Note:</b> Exhibit E does not align with DOE Enrollment Reports of October 1 and April 1.					
Student Attendance Records available for inspection and for annual audit.	Annual Audit and/or Commission request	6/12/2014		CT 2.6 Exh. E 4.b.	8 2	
MCS Commission will provide a report back to the School subsequent to its receipt and review of the annual June attendance report.		7/14/2013		Exh. E 4.b.	2	
Reports from School to track Student's Academic Growth	November / June 30	6/12/2014		Exh. E 2.d.	1	Years 2-5 End-Year 6/30/2014
Review of Student Academic Growth Report with School and MCSC Exec. Director	Yearly Meeting	6/12/2014		Exh. E 2.d.	1	
Commission members will meet with a *representative group from the school.	Annual On-site Review During the last qtr of the school year, while school is in session.	6/12/2014		Exh. E 6.c Exh. E 9.a.	3 3	*Parents/Community/Volunteers
Governing Board Chair, Chief School Executive on-site visit with the Commission						
Per Special Ed Due by June 30:						DOE-SPED Reps.
Service Agreements and Partnerships	Contracts for providers of special education and related services.					
Special Education				CT 2.15 - 2.15.3	11	
Review Data relating to Child Find and	End of Year One	June 2014		CT 3.5 - 3.5.6 Exh. E 3.a.	12-13 1	
Students IDEA eligible as promulgated by MDOE.						
Admission Requirements	End of Year One	June 2014		DOE-SPED		





# Maine Charter School Commission

**FY 13**

## **YEAR-TO-DATE EXPENDITURES**

**June 30, 2013**

MAINE CHARTER SCHOOL COMMISSION							
FY13 YEAR TO DATE EXPENDITURES (with FY12 ACTUALS)							
AS OF JUNE 30, 2013							
						FY12 Actual	
		Q1	Q2	Q3	Q4	TOTAL	Expend.
<b>ALL OTHER ALLOTMENT</b>		<b>11,490</b>	<b>54,530</b>	<b>25,950</b>	<b>10,933</b>	<b>102,903</b>	<b>10,000</b>
<b>EXPENDITURES:</b>							
4099	MISC PROF FEES & SPEC SRV	4,500	9,200	22,377	22,371	58,448	
4277	MEALS-EXTENDED WORK DAY					0	10
4360	AIR FARE OUT-OF-STATE	1,164				1,164	
4380	AUTO MILEAGE-GEN OUT-OF-STATE	91				91	
4381	OTHER TRANSPORTATION COST	36				36	
4383	HOTEL ROOM & LODGING	587				587	
4384	MEALS INCLUDING GRATUITIES	163				163	
4607	RENT FOR MGMT/TRNG ROOM					0	140
4909	COURIER SERVICE	16			89	105	
4911	METER POSTAGE	38	64	24	19	145	8
4912	BUS REPLY & POSTAGE DUE		1		1	2	
4913	INTRAGOVERNMENTAL SERVICE	6	10	4	3	23	1
4918	NON EMPLOYEE RECOGNITION				92	92	
4929	PRINTING AND BINDING			13		13	
4938	PHOTO COPYING	241	102	234	459	1,036	
4939	PRINTING BINDING ETC STAT	34				34	
4946	ADVERTISING NOTICES		290	228	2,490	3,008	1,147
4970	OTHER THAN ST MILEAGE	3,011	2,994	2,523	2,587	11,115	3,411
4980	TRAVEL EXP OTHER THAN ST	34	73	72	87	266	528
4983	DUES	1,000				1,000	250
5001	REGISTRATION FEE-NON STATE		180			180	
5302	TELEPHONE			345	508	853	
5304	CELLULAR PHONE SERVICE			362	373	735	
5331	NETWORK ACCESS			456	274	730	
5357	PRINTERS				478	478	
5370	MINOR COMPUTER EQUIPMENT			535		535	
5380	SUBSCRIPTION - PC/LAPTOP/THIN CLIENT			225	300	525	
5381	SUPPORT - PC/LAPTOP/THIN CLIENT			241	321	562	
5382	FILE SERVICES			71	95	166	
5383	E-MAIL	4	34	48	60	146	4
5386	MOBILE DATA DEVICE		179	220	(217)	182	
5602	OFFICE SUPPLIES		504	154	235	893	
5627	PURCHASE OF BOOKS		378		207	585	
<b>TOTAL ALL OTHER EXPENDITURES</b>		<b>10,925</b>	<b>14,010</b>	<b>28,132</b>	<b>30,832</b>	<b>83,899</b>	<b>5,499</b>
<b>ENCUMBRANCES:</b>							
4099	MISC PROF FEES & SPEC SRV		35,717	(6,710)	(21,143)	7,864	4,500
<b>ALL OTHER ALLOTMENT BALANCE</b>		<b>565</b>	<b>4,803</b>	<b>4,528</b>	<b>1,244</b>	<b>11,140</b>	<b>1</b>